Name _____ Date _____

Look at the words in the box. Underline the word your teacher says.

| | | | |
|---|---|---|---|
| 1. ankle<br>equal<br>uncle | 2. talents<br>tramples<br>tacos | 3. elephant<br>envelope<br>evening | 4. company<br>country<br>certainly |
| 5. instead<br>instrument<br>interest | 6. anxiously<br>animal<br>anniversary | 7. off<br>often<br>after | 8. tremble<br>terrible<br>trample |
| 9. verse<br>voice<br>very | 10. crowd<br>chord<br>cried | 11. mirror<br>mayor<br>miller | 12. contest<br>country<br>concrete |
| 13. depends<br>declared<br>detached | 14. precious<br>pressed<br>pressure | 15. chorus<br>chord<br>cross | 16. silent<br>signs<br>sirens |
| 17. invited<br>envelope<br>included | 18. party<br>partners<br>parts | 19. bed<br>broad<br>bread | 20. experience<br>exercise<br>expect |
| 21. see<br>size<br>seize | 22. trudged<br>tucked<br>trunk | 23. prisoners<br>passenger<br>prize | 24. sound<br>surrounded<br>sounded |
| 25. business<br>bush<br>bushels | 26. snowy<br>so<br>sowing | 27. spark<br>sparkle<br>park | 28. imprisoned<br>prisoners<br>admission |
| 29. faraway<br>finally<br>furry | 30. probably<br>perfectly<br>photograph | 31. passenger<br>partners<br>pajamas | 32. contest<br>company<br>confidence |

Name Date

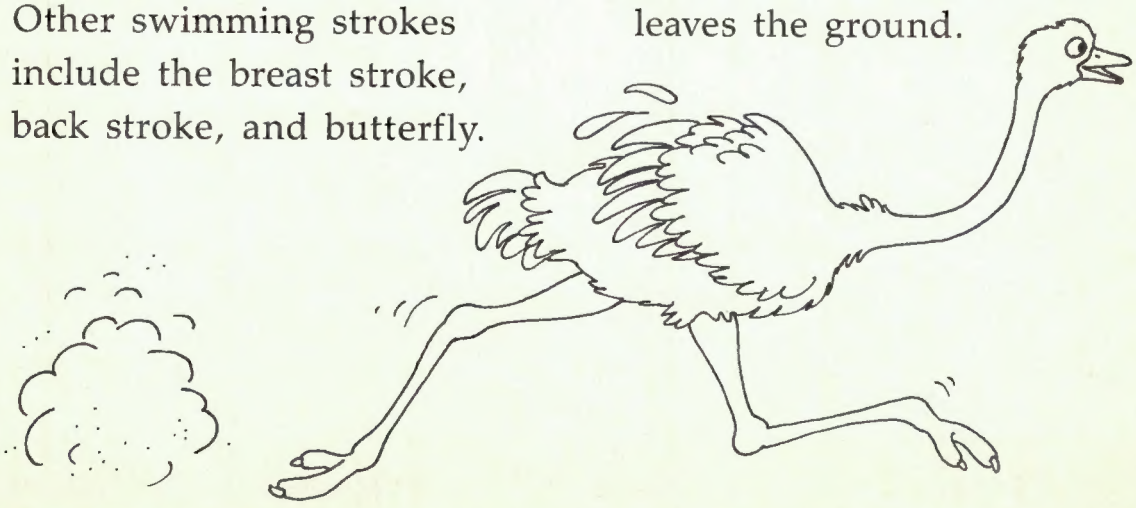
Read each paragraph. Underline the **two** sentences that help tell the **main idea**.

1. The naturalist at the park knows all about animals. She gives lectures about the animals to people who visit the park. The naturalist also knows about the plants and trees in the park. She leads nature walks and points out the different kinds of plants.

2. A salmon is a kind of fish. It is a very tasty fish. Some salmon only live in fresh water, but some go from salt water to fresh water. Salmon is also the name of a color. It is a yellowish-pink color that is very pretty!

3. To be good at gymnastics you need to be strong and have good balance. Gymnastics is a good hobby. Swimming is another good hobby. In swimming, the crawl is the first stroke anyone learns. Other swimming strokes include the breast stroke, back stroke, and butterfly.

4. There are many birds that can fly. Robins and bluebirds can fly. A goose can fly, too. But there are some birds that can't fly. An ostrich is a bird that can't fly. It can run as fast as a horse, but it never leaves the ground.



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**"Secrets of a Wildlife Watcher,"** ***Observing*** **(Hardcover: pages 186-195)** ***Snails to Whales*** **(Softcover: pages 10-19)**

**Objective:** Infer main idea: from two sentences (*Comprehension and Vocabulary Skills*)

**Extension:** Have children write the following sentences on a piece of paper: *Many animals walk on four legs. But some animals walk or hop on just two legs.* Then have them write detail sentences to support that main idea.

Name _____ Date _____

The left wing of the small plane was vibrating. The pilot thought, "I can't crash now! Who knows what kind of wildlife would approach, if I were to go down in that jungle? I'll have to rely on myself to keep this plane up. My survival will depend on my ability to be a good pilot." Then with a firm but delicate hand he was able to steady the plane. When he looked back down, he was so low that he could see each individual tree. But at least he hadn't hit any!

Circle the word that finishes the sentence.

1. Jan and I saw many different kinds of _____ in the mountains.
   wildlife wide without

2. We must _____ the lion's den with care.
   apart approach rely

3. One could never count each _____ star in the sky.
   into individual infinity

4. A spider's web is quite strong although it looks _____.
   deepy delicate wildlife

5. The pioneers worked from sunup to sundown just for _____.
   sudden surely survival

6. The earthquake caused the entire house to start _____.
   vibrating visiting individual

7. You can _____ on Beth to be on time.
   rely ready really

8. The plane's _____ was too fast for a safe landing.
   apart rely approach

Name _____ Date _____

Think about "Secrets of a Wildlife Watcher." If the sentence is true, write **True**. If the sentence is not true, write **False**.

1. An animal under cover will feel safer than one out in the open. _____
2. Most animals have a sharp sense of smell. _____
3. A salmon can see a bear before it can smell one. _____
4. You should stay downwind of an animal as you approach it. _____
5. Most animals can hear very well. _____
6. Snakes are deaf, so you don't have to be quiet around them. _____
7. Most animals are more alert to color than to movement. _____
8. Birds rely mainly on their hearing for survival. _____
9. You should never approach an animal that is with its babies. _____
10. It takes patience and practice to be a good wildlife watcher. _____

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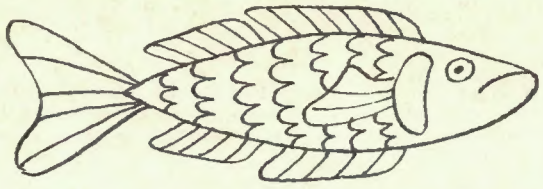
**"Secrets of a Wildlife Watcher,"** ***Observing*** **(Hardcover: pages 186-195)** ***Snails to Whales*** **(Softcover: pages 10-19)**

**Objective:** Demonstrate story comprehension (*Comprehension and Vocabulary Skills*)

Name Date

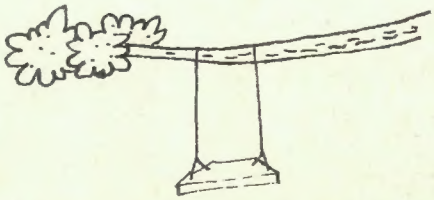
Use a word with the same **ending** sound as the picture to finish each sentence. Circle the answer.



1. My dog got into the trash. wish car trash
2. Now my dog is on a leash. leash chain push

3. I will pitch the ball. throw pitch witch
4. You must try to catch it. batch hit catch

5. You turn left onto my street. south cloth left
6. My house is the fourth one on the right. last fourth bath



7. It was a fine spring day. winter spring sing
8. So I played outside on my swing. string sled swing

**"Secrets of a Wildlife Watcher,"** ***Observing*** **(Hardcover: pages 186-195)** ***Snails to Whales*** **(Softcover: pages 10-19)**

**Objective:** Recognize consonant digraphs: /ch/*ch*, *tch*, /sh/*sh*, /th/*th*,/ng/*ng* (*Decoding and Phonics Skills*)

**Extension:** Have children choose the word in each exercise that they did *not* circle that ends with the same sound as the picture. Have them write a sentence using that word.

Name Date

Read each paragraph. Choose the word from the box that best describes the speaker's feeling. Write the word on the line.

| | | |
|---|---|---|
| **bored** | | **nervous** |
| **excited** | **grateful** | **amazed** |

_____ 1. Dan had never given a speech before. He tried to go over his notes one last time, but he couldn't concentrate. His hands were trembling. "I wish this was all over," he thought.

_____ 2. Sally sat in the back of the car. She was almost asleep. "This journey seems to be taking forever," she said with a yawn.

_____ 3. "It was so kind of you to lend me this book," said Eddie. "Thank you very much."

_____ 4. Karen jumped up and ran to the door every time she heard a car. "Mom and Dad are bringing the new baby home today," she said. "I hope they get here soon."

_____ 5. "Wow! Did you see that?" said Ann, as the lion tamer put his head into the lion's mouth.

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Name _____ Date _____

| | | |
|---|---|---|
| **tourists** | **rare** | **threatens** |
| **dwell** | **ponders** | **swap** |

**A.** Match each word with its definition. Write the letter of the definition on the line.

| | | |
|---|---|---|
| _____ **1.** dwell | a. | thinks over carefully |
| _____ **2.** ponders | b. | to trade for something else |
| _____ **3.** rare | c. | puts in danger |
| _____ **4.** swap | d. | people who travel for fun |
| _____ **5.** threatens | e. | to make one's home; live |
| _____ **6.** tourists | f. | not often seen or found |

**B.** Choose a word from the box at the top of the page to finish each sentence. Write the word in the sentence.

1. The plane was full of _____.
2. Meeting the pilot of the plane was a _____ treat.
3. Jack wants to _____ his skates for a baseball glove.
4. At least six rabbits _____ under that log.
5. Annie always closes her eyes as she _____ her next move.
6. The lack of rain _____ to destroy our crops.

Name Date

Think about "The Wentletrap Trap." Put the sentences in the correct order. Write **1**, **2**, **3**, **4**, or **5**.

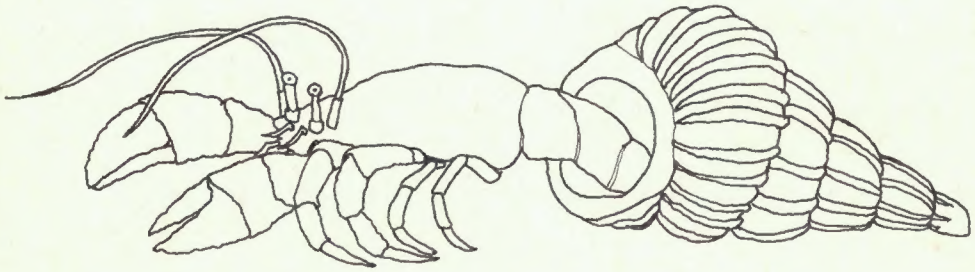
____ Dennis uses a jar, a conch shell, a coin, and a box to make a wentletrap trap.

____ Hermit crabs ruin Dennis's wentletrap trap.

____ Father goes to sea.

____ Dennis makes a hermit-proof wentletrap trap.

____ Father tells Dennis to find a wentletrap.



____ Then Dennis finds a wentletrap on the beach.

____ The storm washes the wentletrap trap out to sea.

____ Dennis stops thinking about wentletraps when his father comes home.

____ Dennis loses the wentletrap that he found.

____ The sky grows dark and a storm comes.

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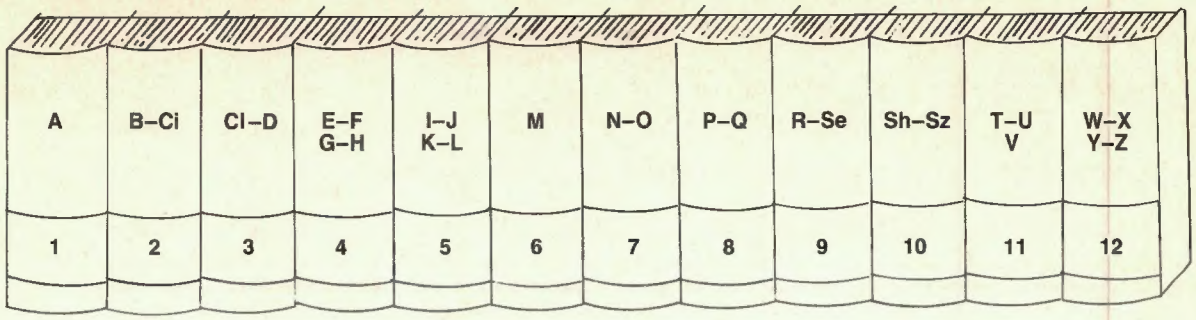
Name Date




Use this encyclopedia set to answer each question. Fill in the circle by the answer.

1. In which volume should you look to find information about James Madison?
   - (a) 5
   - (b) 6
   - (c) 8

2. In which volume should you look to find information about South Carolina?
   - (a) 2
   - (b) 9
   - (c) 10

3. Which key word should you use to find out whether an ostrich can fly?
   - (a) fly
   - (b) ostrich
   - (c) weather

4. Which key word should you use to find information about the usual height and weight of a tiger?
   - (a) height
   - (b) weight
   - (c) tiger

5. Between which guide words would you expect to find information about the United Nations?
   - (a) Ukraine–Untermyer
   - (b) Unemployment–Unger
   - (c) Napoleon–Navy

6. Between which guide words would you expect to find information about the Erie Canal?
   - (a) Camping–Capital
   - (b) Ermine–Eskimos
   - (c) Erasmus–Erosion

**"The Wentletrap Trap,"** ***Observing*** **(Hardcover: pages 198-210)** ***Snails to Whales*** **(Softcover: pages 22-34)**

**Objective:** Use reference sources: encyclopedia (*Study Skills*)

**Extension:** Have children list Volumes 1-12 on a piece of paper. Have them use the encyclopedia set above to name one subject about which they could find information in each volume.

Name Date

Read each story. Fill in the circle by the conclusion you can draw from it.

1. John hurried to the notice board. The list of baseball team members would be posted today. There had been a lot of players at the tryout, so the coach had said there would be a first team and a second team. John wasn't sure if he'd make either team. He read the names of the first team. Then he read the names of the second team. He was halfway down the list of the second team members, when he stopped reading. Smiling broadly, he ran to find his friend Scott.

   (a) Scott's name was on the first team list.
   (b) John's name was on the first team list.
   (c) John's name was on the second team list.

2. Bob has just finished playing the piano. The audience is standing up clapping. Some people are shouting, "Encore, encore!" Some are shouting, "Bravo, bravo!" Bob is smiling and is very happy.

   (a) Bob played the piano very badly.
   (b) Bob played the piano very well.
   (c) Bob dropped his music all over the stage.

3. Mr. and Mrs. Brown came in from the store. Mrs. Brown was carrying wallpaper, and Mr. Brown was carrying paint and paintbrushes. They changed into their work clothes and went into the living room.

   (a) Mr. and Mrs. Brown are going to decorate the living room.
   (b) Mr. and Mrs. Brown are going to watch TV.
   (c) Mr. and Mrs. Brown are going to paint tomorrow.

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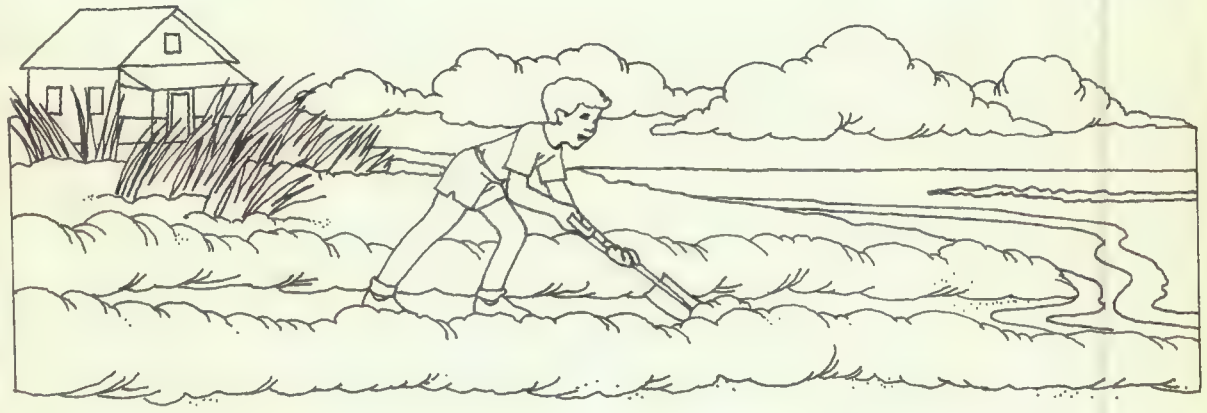
Name Date

Greg began to dig a channel from his house down to the sea. At first, the channel was shallow, but it grew deeper with each shovelful. As Greg worked his hands grew red, and he began to get a blister. But Greg kept on digging! At one point his shovel uncovered something that glistened in the sun. It was an old coin with a handsome figure carved on one side. Greg bent down and picked it up. Then he put it in his pocket and kept on digging!



Match each sentence with the word that finishes the sentence. Write the letter of the answer on the line.

| | | |
|---|---|---|
| ____ 1. The water by the shore is quite ____. | a. blister |
| ____ 2. The boats must stay in the ____. | b. shallow |
| ____ 3. This ____ on my hand really hurts. | c. handsome |
| ____ 4. The snow ____ in the sun. | d. glistened |
| ____ 5. Scott has a ____ face. | e. channel |

Name _____ Date _____

Read these paragraphs from "A Salmon for Simon." Then answer each question. Use a complete sentence.

It was a coho, or silver salmon. It had come from far out in the Pacific Ocean to find the stream where it had been born. It had grown big in the ocean, and strong, and it shone like silver.

All summer Simon had been waiting to catch just such a fish, and here was one right in front of him. Yet he didn't feel happy.

1. How had the salmon come to be on the beach?

_____

_____

2. Why is this part of the story important?

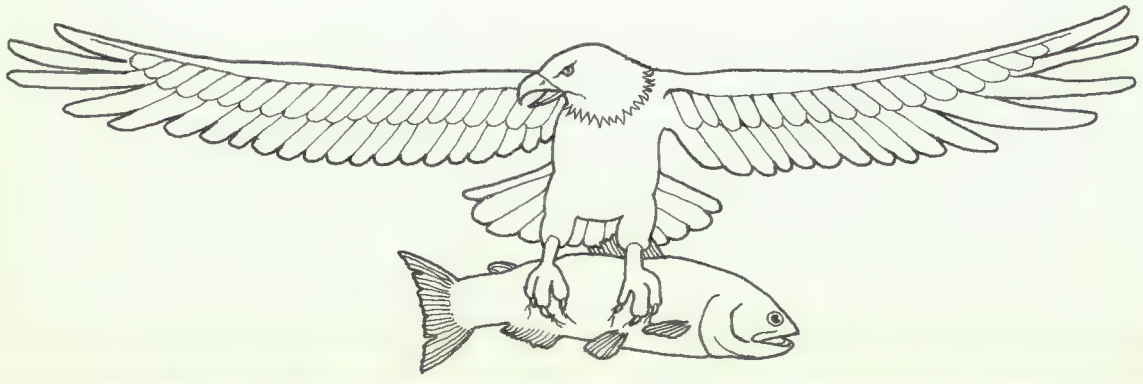
_____

_____

3. What did Simon decide to do right after this part of the story?

_____

_____



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"A Salmon For Simon," *Observing* (Hardcover: pages 216-226) *Snails to Whales* (Softcover: pages 40-50)

Objective: Demonstrate story comprehension
(*Comprehension and Vocabulary Skills*)

Name _____ Date _____

Read each pair of sentences. Match each underlined word with its meaning. Write the letter of the answer on the line.

_____ 1. The dog will lead us home.

_____ 2. The pipe was made of lead.

_____ 3. The wind blew off my hat.

_____ 4. This road will wind around the mountain.

_____ 5. A large tear was rolling down his cheek.

_____ 6. Please don't tear my paper.

_____ 7. Jacob fed the dove at the park.

_____ 8. Emily dove into the pool.

_____ 9. This is where I live.

_____ 10. Frank saw a live tiger at the zoo.

_____ 11. Would you please close the window.

_____ 12. Our house is close to the school.

_____ 13. The star of the show took a bow.

_____ 14. Henry tied a bow on the present.

a. to show the way

b. a heavy, gray metal

a. to turn or curve

b. moving air

a. a wet drop from the eye

b. to pull apart

a. jumped head first

b. a kind of bird

a. living; not dead

b. to make one's home

a. to shut

b. near

a. a knot with loops

b. to bend forward

Name Date

Read the story. Then answer each question. Fill in the circle by the answer.

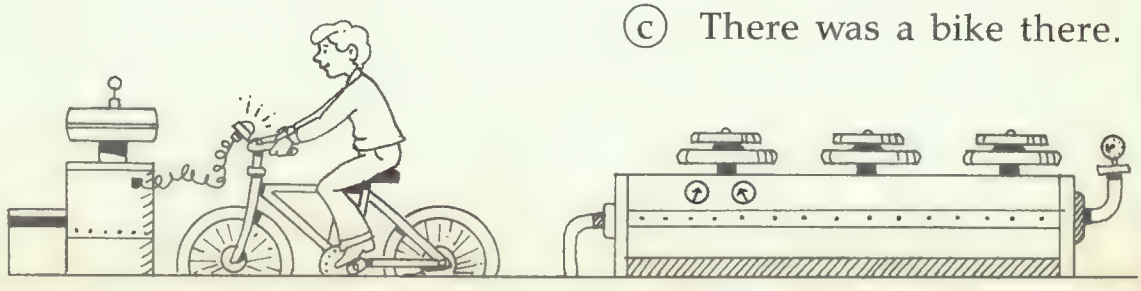
There were many tourists at the Science Center. "Oh, dear," thought Mother. Then she looked at Ben and said, "It's going to be hard for us to keep together, so if you get lost, we'll meet back here by this entrance." Ben saw many interesting exhibits. He took a turn riding on a special bike. As Ben pedaled, a light began to flicker on and off. The faster Ben pedaled, the brighter the light shone. When Ben got off the bike he was breathing so heavily that he had to sit down!

1. How do you think Mother felt when she saw a lot of people?
   - (a) Mother felt sad.
   - (b) Mother felt worried.
   - (c) Mother felt angry.

2. How did Bob feel when he got off the bike?
   - (a) Bob felt amazed.
   - (b) Bob felt tired.
   - (c) Bob felt sleepy.

3. Why did Ben pedal faster and faster?
   - (a) He wanted to get to the entrance.
   - (b) He wanted to ride home.
   - (c) He wanted to make the light shine brightly.

4. Why did Mother tell Ben to meet her at the entrance if he got lost.
   - (a) She wanted him to know where to go, if they got separated.
   - (b) They would be able to leave quickly from there.
   - (c) There was a bike there.



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**"My Island Grandma,"** ***Observing*** **(Hardcover: pages 228-237)** ***Snails to Whales*** **(Softcover: pages 52-61)**

**Objective:** Make inferences about a character's motives or feelings (*Literature and Language Skills*)

**Extension:** Have children write a paragraph describing what their parents have told *them* to do if they ever get lost.

Name _____ Date _____

| blood | disobedient | herbs | lavender | salad |
|---|---|---|---|---|

**A.** Choose a word from the box to finish each sentence. Write the word in the sentence.

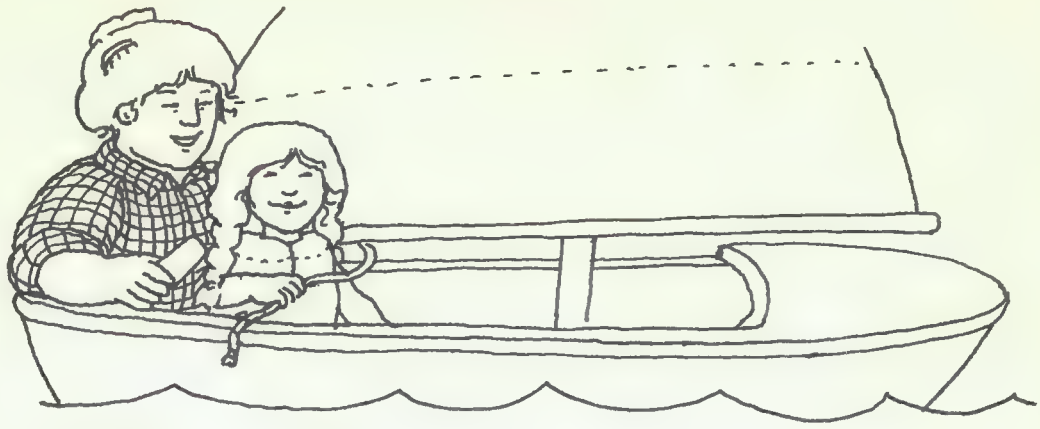
1. Father got some _____ on his shirt when he cut his hand.
2. These pink and _____ flowers bloom all summer.
3. Jan put some _____ in the salad.
4. That _____ dog did not come when I called.
5. We are having potato _____ with our hot dogs.

**B.** Choose three of the words from the box at the top of the page. Write a sentence for each.

1. _____
2. _____
3. _____

Name Date

Think about "My Island Grandma." Write **Abbey** before each statement that describes Abbey. Write **Grandma** before each statement that describes Grandma.



**Grandma** **Abbey**

1. is learning to swim _____
2. has strong hands _____
3. makes soup from periwinkles _____
4. hates periwinkle soup _____
5. tells scary cloud stories _____
6. tells cloud stories about disobedient children _____
7. shares her love of the island with a young friend _____
8. learns about an island and about love from a friend _____

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Name Date

**A.** Read each numbered word. Fill in the circle by its **base word**.

**1.** neatly
- (a) eat
- (b) neat
- (c) at

**2.** blameless
- (a) blame
- (b) am
- (c) less

**3.** redraw
- (a) red
- (b) raw
- (c) draw

**4.** uncover
- (a) cover
- (b) cove
- (c) over

**5.** swallowed
- (a) allowed
- (b) swallow
- (c) wall

**6.** working
- (a) work
- (b) king
- (c) or

**7.** finest
- (a) fin
- (b) nest
- (c) fine

**8.** disobedient
- (a) bed
- (b) obedient
- (c) sob

**9.** careful
- (a) are
- (b) full
- (c) care

**B.** Write the **base word** for each word.

1. forgetful _____
2. dearest _____
3. friendly _____
4. rewrite _____
5. disagree _____
6. hoping _____

Name Date

Read each story. Fill in the circle by the conclusion you can draw from it.

1. Bob and Eddie were going to see a movie. This was the second time they were going to the theater. They hoped they would be luckier this time. As they turned the corner Eddie said, "Look, there's a line already."

   (a) Eddie and Bob were movie stars.
   (b) Eddie and Bob were going to a very popular movie.
   (c) Eddie and Bob wanted to see the movie twice.

2. It was noon and Jan was very hungry. She got out a loaf of bread and some butter. Then she opened the refrigerator and took out some cheese and milk. Last she chose a shiny, red apple from the fruit bowl.

   (a) Jan was going to eat dinner.
   (b) Jan was going to eat lunch.
   (c) Jan was making lunch for someone else.

3. Carla wanted to go to the library today. She wasn't sure what time it would be open, so she gave them a call. When she hung up the phone, she put her library books back in her room. Then she ran outside to find her friends.

   (a) Carla wanted to invite her friends to the library.
   (b) The library was closed now.
   (c) The library was open now.

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Name _____ Date _____

Read each story. Then read the sentences below it. Number the sentences to show the order in which they happened.

**A.** John sat down at his desk. Then the teacher gave out the test. When the teacher said to do so, John started to read the test instructions. He read them very carefully. When John understood the directions, he began to write the answers to the questions.

_____ John read the directions.

_____ John started to answer the questions.

_____ John went to his desk and sat down.

_____ The teacher handed out the test papers.

**B.** The first season of the year is spring. We think of it as first because that is when the flowers and trees begin to bud. Then comes summer with its long, hot days. The lush green grass sometimes turns dry towards the end of summer. Autumn, or fall, is when the trees lose their leaves. There's a chill in the air, and some animals start to head for warmer climates. Last there is Winter, which is sometimes called Old Man Winter. Cold, snowy days, and frozen ponds let us know when winter is here.

_____ The trees lose their leaves in autumn.

_____ Spring is the first season of the year.

_____ Old Man Winter brings cold, snowy days.

_____ Then come the long, hot days of summer.

Name Date

The bear family had been in hibernation in their cozy cave all winter. But when the mother bear awoke, her whole body became tense! The bear's supply of food, which had been plentiful, was now almost gone! A group of mice had invaded the cave and eaten their food! The mother bear watched as the mice ran this way and that through their network of trails.

Each mouse was intent on going its own way. They saw no need for caution, since they thought the bears were still asleep. But when one mouse ran over the mother bear's foot, it was in for a big surprise! It had to make a desperate leap to get away from her huge, black paw!

Read each definition. Write the word it defines on the line.

1. stretched or pulled tight _____
2. a group of lines that cross each other called _____
3. the need to be careful _____
4. another word for snug _____
5. in a great amount _____
6. when animals sleep through the winter _____
7. having your mind firmly fixed on something _____
8. having little or no hope _____

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"Bear Mouse," *Observing* (Hardcover: pages 240-253) *Snails to Whales* (Softcover: pages 64-77)

**Objective:** Use vocabulary words (*Comprehension and Vocabulary Skills*)

**Extension:** Have children find the vocabulary word that contains the suffix *-ful*. Have them write the base word from which that word was formed and a definition for the word.

Name _____ Date _____

**A.** Think about "Bear Mouse." Match each item in the first column with a statement from the second column. Write the letter of the answer on the line.

| | | |
|---|---|---|
| _____ **1.** goal | a. | it was winter so there was little food |
| _____ **2.** problem | b. | well-fed and warm, the mouse family fell asleep |
| _____ **3.** enemy | c. | bobcat |
| _____ **4.** solution | d. | found a squirrel's stockhouse of food |
| _____ **5.** result | e. | to make milk to feed her mouse babies |

**B.** Think about "Bear Mouse." Answer each question. Use a complete sentence.

**1.** Why was the animal in this story called "bear mouse"?

_____

_____

**2.** Name three enemies that bear mouse had to watch out for.

_____

_____

**3.** How did the bobcat, an enemy, actually help the mother mouse?

_____

_____

_____

"Bear Mouse," ***Observing*** **(Hardcover: pages 240-253)** ***Snails to Whales*** **(Softcover: pages 64-77)**

**Objective:** Demonstate story comprehension (*Comprehension and Vocabulary Skills*)

Name Date

Underline the **contraction** in each sentence. Then circle the two words that were joined to make that contraction.

1. Annie says that she'll be able to come.
   she will she would she is

2. You shouldn't walk home alone.
   should not shall not should have

3. We've been practicing our instruments all morning.
   we had we have we are

4. I'm very glad to meet you.
   I will I would I am

5. Next weekend we're going to the beach.
   we have we are we will

6. Can you tell me what's bothering you?
   what will what is what are

7. I'd like to come with you.
   I would I could I did

8. After he'd made dinner, Father called us to eat.
   he have he had he did

9. Who's been to Mexico before?
   who was who will who has

10. Mike's favorite flowers didn't bloom this year.
    does not did not do not

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Name _____ Date _____

Look at the words in the box. Underline the word your teacher says.

| | | | |
|---|---|---|---|
| 1. approach<br>afloat<br>appreciate | 2. declared<br>delicate<br>desperate | 3. rely<br>really<br>real | 4. surged<br>surprise<br>survival |
| 5. doll<br>dwell<br>deal | 6. ponders<br>pond<br>partners | 7. rain<br>roar<br>rare | 8. swept<br>swam<br>swap |
| 9. thought<br>threatens<br>thread | 10. tourists<br>turtles<br>truth | 11. chain<br>channel<br>candles | 12. glistened<br>glanced<br>grinned |
| 13. handed<br>handful<br>handsome | 14. shall<br>shallow<br>swallow | 15. blinked<br>bigger<br>blister | 16. blood<br>blind<br>broad |
| 17. herbs<br>hear<br>hers | 18. sailed<br>salad<br>said | 19. larder<br>ladder<br>lavender | 20. cautiously<br>caught<br>caution |
| 21. cozy<br>cousin<br>coyote | 22. doesn't<br>desperate<br>desert | 23. hibernation<br>information<br>hideout | 24. instead<br>intent<br>interest |
| 25. network<br>necklace<br>never | 26. pretty<br>plenty<br>plentiful | 27. then<br>tears<br>tense | 28. voyager<br>vibrating<br>vinegar |
| 29. wildlife<br>windmill<br>wilderness | 30. individual<br>instrument<br>Indians | 31. discouraged<br>distress<br>disobedient | 32. seen<br>scent<br>seat |

**Cumulative Vocabulary Review**

**Objective:** Use vocabulary words (*Comprehension and Vocabulary Skills*)

**Extension:** Have children choose four of the underlined words. Have them use each word in a sentence. Specify that they may use two or more words in one sentence.

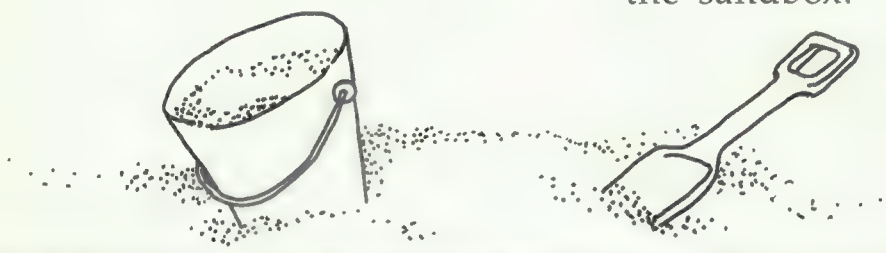
Name Date

Read each story. Then answer the questions. Underline the answers.

**A.** Laura found her shovel. Then she got her pail. Next she picked up a dump truck and a rake. Laura took all these things outside to the sandbox. Then she called to her friend Larry and asked him if he wanted to play with her.

1. What did Laura do first?
   a. She got her pail.
   b. She took the toys to the sandbox.
   c. She found her shovel.

2. What did Laura do last?
   a. She picked up a dump truck.
   b. She asked Larry to play.
   c. She took all her toys to the sandbox.



**B.** The first thing Bob and Harry did when they got to the campsite was to unload the car. Then they pitched their tent, and stowed their gear in it. Bob lit a fire while Harry got out the pots and pans. After eating supper, Bob and Harry put out the fire, climbed into the tent, and went to sleep.

1. What did Bob and Harry do **just before** they pitched the tent?
   a. They parked the car.
   b. They unloaded the car.
   c. They got out pots and pans.

2. What did Bob and Harry do **just after** they pitched the tent?
   a. They lit a fire.
   b. They climbed into it.
   c. They put their things in it.

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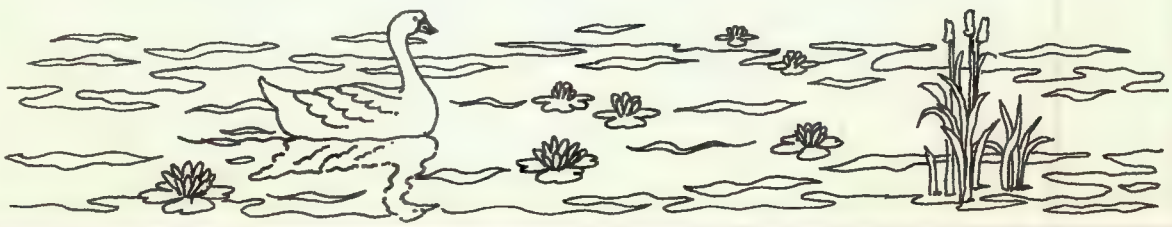
Name _____ Date _____

| | | | | |
|---|---|---|---|---|
| **compassion** | **content** | **coursed** | **despair** | **encounter** |
| **perilous** | **reflection** | **rhythm** | **scornfully** | |

Choose a word from the box to match each definition. Write the word on the blanks provided.

1. a steady beat that keeps on going _____
2. the feeling you have when you feel sorry for someone _____
3. to meet by chance _____
4. in a way that shows hate _____
5. full of danger _____
6. something that looks just like something else _____
7. to lose all hope _____
8. happy; not wanting anything else _____
9. moved swiftly; flowed _____



Name Date

**A.** Throughout "The Story of Jumping Mouse," several animals help other animals. Complete this chart to show what each animal did to help.

| Animals | What the Animal Did to Help |
|---|---|
| First time Magic Frog helped young mouse | |
| Jumping Mouse helped the bison | |
| Jumping Mouse helped the wolf | |
| Last time Magic Frog helped Jumping Mouse | |

**B.** Think about "The Story of Jumping Mouse." Who made each statement? Underline the answer.

1. "I'll give you a name that will help you on your journey." — Magic Frog / Jumping Mouse
2. "You will reach the far-off land if you keep hope alive within you." — the fat mouse / Magic Frog
3. "I didn't come all this way to settle under a berry bush." — the fat mouse / Jumping Mouse
4. "All is not lost, but I'll never be as I was. How will I ever manage?" — Jumping Mouse / the fat mouse

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Name Date

Read each sentence. What is the meaning of the underlined word? Fill in the circle by the answer.

1. The race was too <u>close</u> to judge.
   - (a) to shut
   - (b) nearly even

2. Our teacher will <u>present</u> the prize.
   - (a) to give
   - (b) a gift

3. The <u>refuse</u> was taken to the dump.
   - (a) anything that is thrown away
   - (b) to say no to

4. The farmer will <u>sow</u> the fields.
   - (a) a grown female pig
   - (b) to plant seeds

5. Ann's <u>content</u> to be inside on this rainy day.
   - (a) all the things inside
   - (b) not wanting anything else

6. There was no <u>excuse</u> for her being late.
   - (a) to forgive
   - (b) a reason or cause

7. I have a <u>minute</u> piece of dust in my eye.
   - (a) very small; tiny
   - (b) a short amount of time

8. The <u>does</u> came down from the mountains.
   - (a) carries out
   - (b) more than one female deer

9. The captain would not <u>desert</u> the ship.
   - (a) to leave
   - (b) a hot sandy place

10. My <u>escort</u> made sure I got home safely.
    - (a) a person who goes with another
    - (b) to accompany someone

Name Date

Read each paragraph. Fill in the circle by the sentence that tells the **main idea**.

1. As the cold weather approaches, many birds and animals head south. When whales swim south it is a spectacular sight! The caribou head south in large herds. Animals and birds aren't the only ones that don't like the cold. The beaches in Florida fill up with people who want to escape the cold.

   (a) Whales and caribou head south in winter.
   (b) Animals, birds, and people head south in the winter.

2. This weekend, the Jones family had a busy time. On Saturday, everyone helped with the chores. Mr. and Mrs. Jones picked up the groceries and the laundry. Cindy mowed the grass, and Billy cleaned the house. Then the whole family went on a picnic on Sunday. They had a lot of fun relaxing on the beach for the whole day.

   (a) The weekend is a time for work and play.
   (b) Cindy mowed the grass, and Billy cleaned.

3. The parts of a flower that grow above the ground are the stem, leaves, and petals. But a very important part of any flower grows below the ground, the roots. This part spreads out and gathers water from the soil.

   (a) The roots are below the ground.
   (b) Important parts of a flower are above and below the ground.

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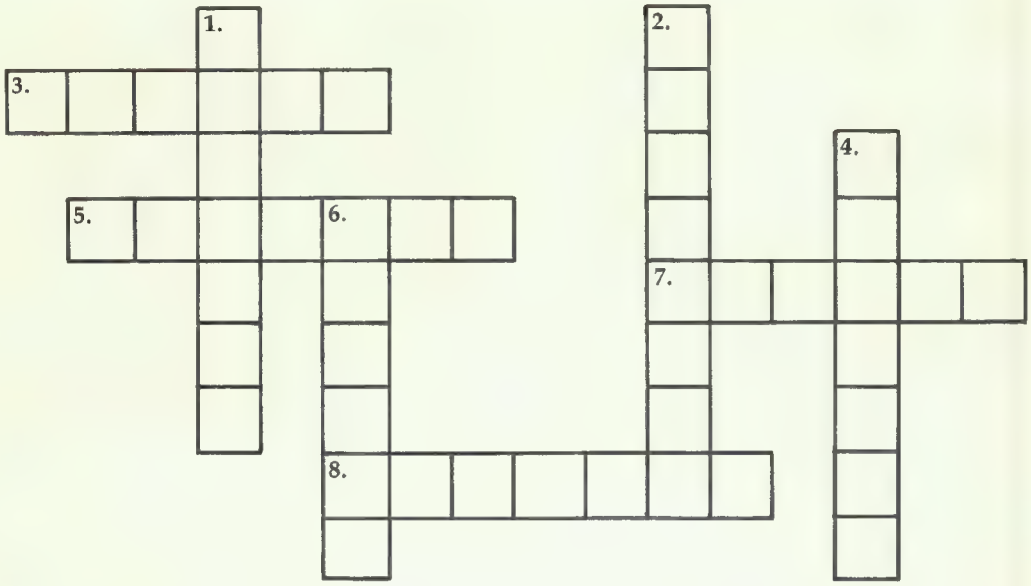
Name Date

| | | | |
|---|---|---|---|
| **increase** | **energy** | **surface** | **several** |
| **exposed** | **endure** | **survive** | **roused** |

Choose a word from the box to finish each sentence.
Write the answers in the puzzle.




**ACROSS →**

**3.** Cindy can _____ a long hike without stopping.

**5.** Emily slept for _____ hours.

**7.** Bill has more _____ than his parents.

**8.** Small babies should not be _____ to the cold.

**DOWN ↓**

**1.** Plants will not _____ without sunlight.

**2.** The library will _____ its collection of books.

**4.** The _____ of the lake was like a mirror.

**6.** The sounds of the storm _____ the entire family.

Name Date

**A.** Think about "Birds and Bears in Winter." The author describes several ways that birds and black bears stay warm in winter. Complete this chart to show three methods that each animal uses.

| Birds | Black Bears |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

**B.** Think about "Birds and Bears in Winter." Answer each question. Use a complete sentence.

1. Name at least one method of staying warm that is used by both birds and black bears.

_____

_____

2. Name one method of staying warm that birds use but black bears do not use.

_____

_____

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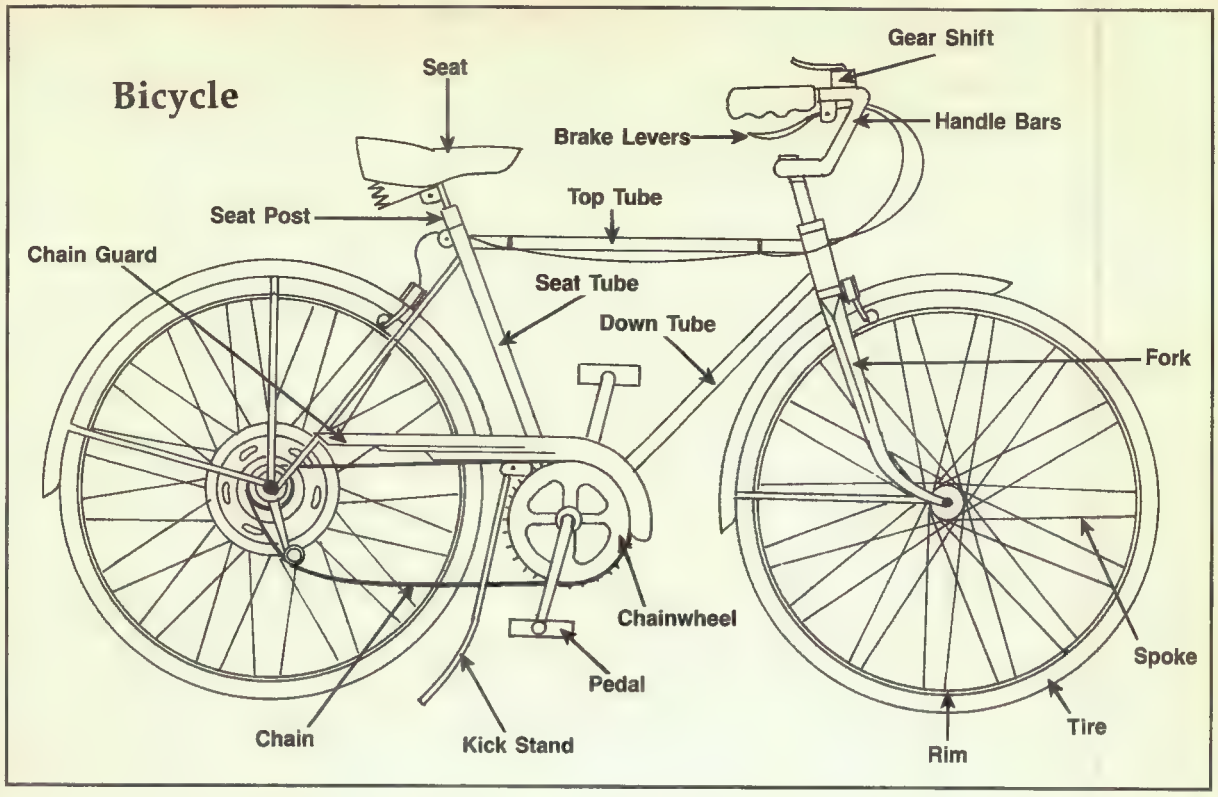
Name Date




Use this diagram to answer each question. Fill in the circle by the answer.

1. The strip of metal that runs above the chain is called the _____.
   - (a) fork
   - (b) chain guard
   - (c) rim

2. The chain goes around the _____.
   - (a) crank
   - (b) chain guard
   - (c) chainwheel

3. The seat sits right on top of the _____.
   - (a) seat post
   - (b) top tube
   - (c) down tube

4. The strip of metal that runs around the inside of the tire is called the _____.
   - (a) rim
   - (b) spoke
   - (c) fork

Name Date

What meaning of the underlined word is used in each sentence? Write the letter of the answer on the line.

| | |
|---|---|
| **bow** | a. to bend forward<br>b. the front end of a boat<br>c. a knot with loops<br>d. a weapon for shooting arrows |

_____ **1.** We sat in the bow and looked for whales.

_____ **2.** The Indian made a bow from a branch.

_____ **3.** At the end of the play, the actors will bow to the audience.

_____ **4.** Sally tied a bow on the gift.

| | |
|---|---|
| **wind** | a. moving air<br>b. breath<br>c. to wrap around<br>d. to move one way and then another |

_____ **5.** Sue will wind the yarn into a ball.

_____ **6.** A cold wind blew through the trees.

_____ **7.** The new road will wind up the mountain.

_____ **8.** When Sam fell, the wind was knocked out of him.

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**"The Grizzly Bear with the Golden Ears,"** ***Observing*** **(Hardcover: pages 286-295)** ***Snails to Whales*** **(Softcover: pages 110-119)**

**Objective:** Identify homographs (*Comprehension and Vocabulary Skills*)

**Extension:** Have children write one sentence that uses as many different meanings of the word *bow* or *wind* as they can.

Name Date

Read each story. Then answer the question. Fill in the circle by the answer.

1. Laura and Mother went to the pound. Laura looked through all the pens. When she got to the last pen, she sadly shook her head. With tears in her eyes, she walked back to the car.

   What was Laura looking for?

   ⓐ She was looking for her mother.
   ⓑ She was looking for her lost pet.

2. Joe was very hungry. He went into the kitchen and took out a knife, a plate, and a glass. He took out the peanut butter, jelly, and the milk. Then he went to get one more thing.

   What did Joe go to get?

   ⓐ He went to get the bread.
   ⓑ He was looking for the table.

3. Sam and Janet had been in the museum all afternoon. When they heard an announcement over the loudspeaker, they began looking for a sign.

   What sign were Sam and Janet looking for?

   ⓐ They were looking for a loudspeaker sign.
   ⓑ They were looking for an exit sign.

4. Katie wondered what sort of job she could get. There were no stores close by, and she didn't have a bike. Then Katie noticed several small children playing near her house. "I've got it!" said Katie.

   What kind of job did Katie look for?

   ⓐ She looked for a store job.
   ⓑ She looked for a babysitting job.

Name Date

| | | | |
|---|---|---|---|
| **autumn** | **bluffing** | **churning** | **grove** |
| **hesitated** | **hordes** | **lunged** | **miserably** |

Read each sentence. Fill in the circle by the meaning of the underlined word.

1. In autumn, the leaves fall off the trees.
   - (a) season that follows winter
   - (b) season between fall and summer
   - (c) season between summer and winter

2. Emily steered the boat through the churning water.
   - (a) moving quickly
   - (b) still
   - (c) wet

3. The player lunged for the ball.
   - (a) stood still and caught
   - (b) made a sudden forward movement
   - (c) threw

4. Sue is only bluffing when she says she will leave.
   - (a) telling the truth
   - (b) fooling; pretending
   - (c) shining something

5. Frank hesitated and then rang the doorbell again.
   - (a) waited a minute
   - (b) came back the next day
   - (c) looked around carefully

6. The frightened rabbit ran off into the grove.
   - (a) channel
   - (b) tall grass
   - (c) small group of trees

7. Hordes of people poured out of the stands when the football game was over.
   - (a) large groups
   - (b) several
   - (c) one or two

8. Ernest cried miserably when his dog was lost.
   - (a) with happiness
   - (b) very unhappily
   - (c) for a short time

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"The Grizzly Bear with the Golden Ears," *Observing* (Hardcover: pages 286-295) *Snails to Whales* (Softcover: pages 110-119)

**Objective:** Use vocabulary words (*Comprehension and Vocabulary Skills*)

**Extension:** Have children list all of the vocabulary words that contain the inflectional endings *-ed* or *-ing*. Then have them write the base word from which each word was formed and use each word in a sentence.

Name _____ Date _____

Think about "The Grizzly Bear with the Golden Ears." Match the beginning of each sentence with its ending. Write the letter of the ending on the line.

_____ 1. Golden Ears was a

_____ 2. Ursus was a

_____ 3. In the summer, the bears

_____ 4. In the winter, the bears

_____ 5. Golden Ears was adored because she

_____ 6. Golden Ears bluffed the other grizzlies

_____ 7. Golden Ears got sandwiches

_____ 8. The forest ranger was

_____ 9. Golden Ears found her bear cub

_____ 10. Golden Ears took her cub

a. fished for salmon.

b. slept under the roots of spruce trees.

c. grizzly bear with round blond ears.

d. had a cub.

e. one-thousand pound male grizzly.

f. angry with Golden Ears.

g. up in a spruce tree.

h. to get their salmon.

i. by bluffing fishermen.

j. away from the Brooks River.

Name Date

What one word can be used in place of the underlined words? Circle and write the answer.

1. I wish <u>I had</u> learned to play an instrument.
   I'll I'd I'm _____

2. Mandy says <u>she is</u> my friend.
   she'll she's she'd _____

3. <u>I am</u> going to buy my mother a special present.
   I'd I've I'm _____

4. Your friends say <u>they have</u> come to play.
   they'd they'll they've _____

5. If Grandpa were here <u>he would</u> be proud of you.
   he'd he'll he's _____

6. <u>We are</u> going to the city today.
   Were We're We've _____

7. <u>She has</u> never been here before.
   She'll She's She'd _____

8. Jenny said that <u>she will</u> walk home with me today.
   she'll she'd shell _____

9. My friend Kate <u>does not</u> always agree with me.
   doesn't didn't don't _____

10. My dog <u>will not</u> eat dog food.
    willn't wasn't won't _____

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**"The Grizzly Bear with the Golden Ears,"** ***Observing*** **(Hardcover: pages 286-295)** ***Snails to Whales*** **(Softcover: pages 110-119)**



**Objective:** Identify contractions: *n't, 's, 'm, 'll, 'd, 're, 've* (*Decoding and Phonics Skills*)

**Extension:** Have children rewrite each sentence using the circled contraction in place of the underlined words.

Name Date

Read each paragraph. Fill in the circle by the sentence that tells the **main idea**.

1. After the winter, when the weather turns warm, many flowers begin to grow. Snowdrops come first and crocuses and daffodils follow. This is also the time that animals wake from hibernation.
   - (a) In spring, flowers start to grow, and animals come out of hibernation.
   - (b) Flowers bloom before the animals wake.

2. When you think of cranberries, you probably think of cranberry sauce. To make cranberry sauce, you boil sugar and water and then add cranberries. But cranberries are also tasty in fruit bread or in muffins.
   - (a) Cranberry sauce is made with sugar and water.
   - (b) Cranberries are used for cranberry sauce, and in muffins and fruit bread.

3. Some people go to the beach or to the mountains or to other interesting places in the summer. Other people stay home in the summer. They enjoy their own backyards.
   - (a) The beach is a good place to go in summer.
   - (b) Some people go on vacation in summer, but others stay home.

4. John and Lynne decided to go skating together. They met at the bus stop and were both surprised. John had brought his ice skates. Lynne had brought her roller skates!
   - (a) A bus stop is a good place to meet.
   - (b) John wanted to ice skate, and Lynne wanted to roller skate.

**"What's For Lunch,"** ***Observing*** **(Hardcover: pages 296-304)** ***Snails to Whales*** **(Softcover: pages 120-128)**

**Objective:** Infer main idea: from two sentences (*Comprehension and Vocabulary Skills*)

**Extension:** Have children write other detail sentences to support the main idea in Exercise 2.

Name _____ Date _____

Read each pair of sentences. In one sentence the underlined word is used correctly. In the other sentence the underlined word is used incorrectly. Place a check by the sentence that is correct.

1. _____ a. We went on a hike in the woods to see animals in captivity.

   _____ b. This aquarium has the first baby whale born in captivity.

2. _____ a. Nutrition is important for rocks and dirt.

   _____ b. Good nutrition is important for boys and girls.

3. _____ a. Refrigerators keep food cold.

   _____ b. Refrigerators keep food hot.

4. _____ a. Animals which are extinct are not living anymore.

   _____ b. The bird that just flew over us is extinct.

5. _____ a. These labels will make a delicious dinner.

   _____ b. Labels on boxes and cans tell us what is in our food.

6. _____ a. In the preparation of the salad we will not touch it.

   _____ b. We'll need a bowl for the preparation of the salad.

7. _____ a. I love to read old Indian legends.

   _____ b. The legends growled and showed their fangs.

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Name _____ Date _____

Think about "What's for Lunch?" Answer each question. Fill in the circle by the best answer.

1. What zoo does this story tell about?
   - (a) This is a story about the National Zoological Park in Washington, D.C.
   - (b) This story tells about the Atlas Zoo.

2. What were the zoos of thirty years ago like?
   - (a) Care and feeding in those zoos was very scientific.
   - (b) Those zoos were mainly for fun.

3. What does a nutritionist do in a zoo?
   - (a) A nutritionist studies the things that animals eat.
   - (b) A bird expert is called a nutritionist.

4. What does the keeper do in the Bird House at 2 A.M.?
   - (a) The keeper exercises the birds.
   - (b) The keeper starts to prepare the day's food for the birds.

5. What is the commissary in the zoo?
   - (a) The commissary is where the fresh food for the animals is kept.
   - (b) The commissary is where animals lie in the sun.

6. Why is the nutritionist using more prepared food?
   - (a) The animals like prepared foods better.
   - (b) Prepared foods provide balanced diets and are easier to use.

Name Date

Read each sentence. Circle the word that means the **opposite** of the underlined word.

1. Please <u>close</u> the door.
   shut open fix

2. Ben <u>found</u> his shoes.
   shined had lost

3. Beth was the <u>last</u> one in line.
   second first middle

4. Jack was <u>early</u> for school.
   excited late ready

5. This soup is <u>hot</u>.
   old warm cold

6. I want to <u>spend</u> some money.
   save sell buy

7. Annie feels <u>sick</u>.
   terrible tired well

8. This boat can <u>float</u>.
   sink swim sail

9. Turn <u>left</u> at the corner.
   south east right

10. Apples are my <u>least</u> favorite food.
    very one most

11. Would you please <u>leave</u>?
    stay stop go

12. Clara's sister is very <u>weak</u>.
    little strong big

13. I will <u>scream</u> your name.
    tell yell whisper

14. I can't wait to <u>start</u> this book.
    finish begin read

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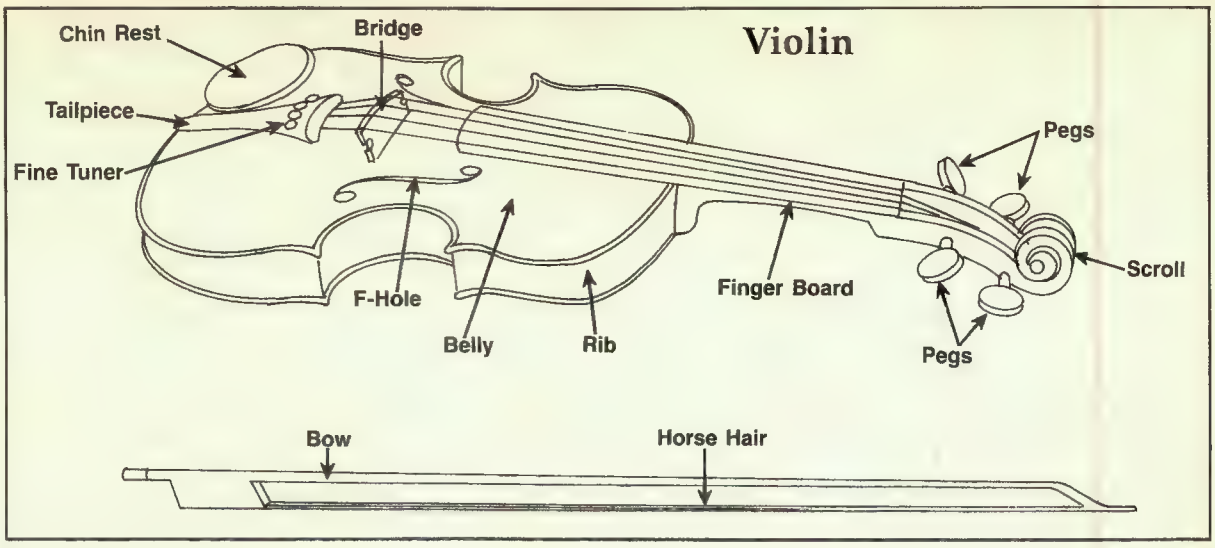
**"What's For Lunch,"** ***Observing*** **(Hardcover: pages 296-305)** ***Snails to Whales*** **(Softcover: pages 120-129)**

**Objective:** Identify antonyms (*Comprehension and Vocabulary Skills*)

**Extension:** Have children write four of the sentences on a piece of paper. Then have them continue each sentence using *and* or *but* and the antonym that they circled.

Name Date




Use this diagram to answer each question. Fill in the circle by the answer.

1. A violin has _____ strings.
   - (a) 3
   - (b) 4
   - (c) 5

2. The bow is strung with _____.
   - (a) string
   - (b) horse hair
   - (c) cat hair

3. The strip that runs around the violin is called the _____.
   - (a) rib
   - (b) belly
   - (c) finger board

4. The pegs are next to the _____.
   - (a) scroll
   - (b) bridge
   - (c) fine tuner

5. The chin rest is next to the _____.
   - (a) finger board
   - (b) tailpiece
   - (c) scroll

6. The bridge is between the _____.
   - (a) fine tuner and tailpiece
   - (b) pegs
   - (c) F-holes

**"What's For Lunch,"** ***Observing*** **(Hardcover: pages 296-305)** ***Snails to Whales*** **(Softcover: pages 120-129)**

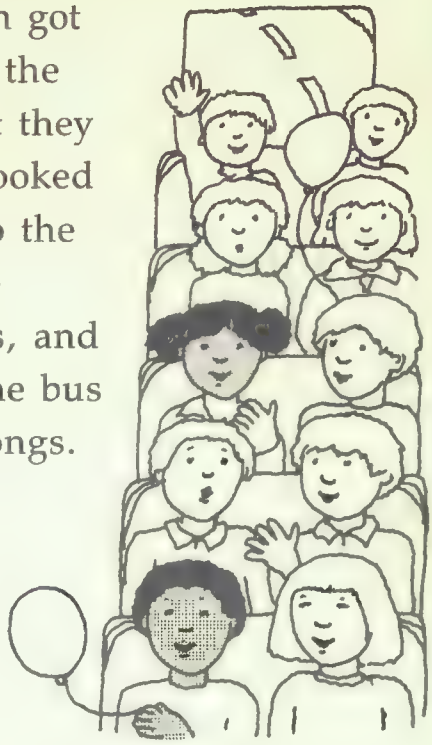
**Objective:** Use graphic aids: diagrams (*Study Skills*)

**Extension:** Have children write the following sentence: *A violin could not play beautiful music, if a horse did not give up some of its hair.* Then have them draw a humorous picture illustrating that sentence.

Name Date

Read each story. Then finish each sentence by writing **before** or **after** in the blank.

Today was the day for the class outing to the Museum of Natural History. When the bus arrived at the museum, the children got off. They stood in two straight lines by the museum door before they went in. First they saw the dinosaur skeleton. Then they looked at the wildlife exhibit. The class went to the museum cafeteria for lunch. During the afternoon the children saw many fossils, and heard a talk given by a geologist. On the bus ride back to school the children sang songs. Everyone agreed it was a nice outing.



1. The children got off the bus _____ the bus got to the museum.
2. The children stood in two straight lines _____ going into the museum.
3. The children saw the wildlife exhibit _____ the dinosaur exhibit.
4. The children heard a geologist speak _____ lunch.
5. The children sang songs _____ getting back to school.

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"Digging Up Dinosaurs," *Observing* (Hardcover: pages 306-313) *Snails to Whales* (Softcover: pages 130-137)

**Objective:** Identify sequence of events: with or without signal words (*Comprehension and Vocabulary Skills*)

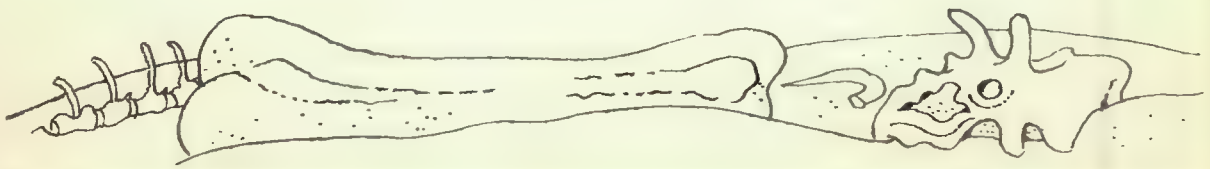
**Extension:** Have children complete the following sentence using phrases from the story: *The children ate lunch just after _____ and just before _____ and _____.*

Name Date

Sam loved to learn about all ancient plants and animals. But his favorite things from the past were dinosaurs. He kept a diary that was full of information about those extinct beasts. It told how some dinosaur bones had been preserved in rock. They had to be dug out slowly and patiently. The diary also contained information that supports Sam's theory of why dinosaurs became extinct: they ate each other up.

Read each definition. Fill in the circle by the word it defines.

1. large animals that lived millions of years ago
   ⓐ ancient ⓑ preserved ⓒ dinosaurs
2. a daily record of what happens
   ⓐ patiently ⓑ diary ⓒ dinosaurs
3. kept from spoiling
   ⓐ preserved ⓑ ancient ⓒ patiently
4. in a way that shows an ability to wait
   ⓐ patiently ⓑ ancient ⓒ preserved
5. very, very old
   ⓐ diary ⓑ patiently ⓒ ancient
6. holds up; keeps from falling
   ⓐ dinosaurs ⓑ supports ⓒ preserved



"Digging Up Dinosaurs," *Observing* (Hardcover: pages 306-313) *Snails to Whales* (Softcover: pages 130-137)

**Objective:** Use vocabulary words (*Comprehension and Vocabulary Skills*)

**Extension:** Have children write a sentence about dinosaurs that Sam might put in his diary.

Name Date

**A.** Think about "Digging Up Dinosaurs." Read the pairs of sentences in each exercise. Circle the pair of sentences that has two true statements.

**1.** Dinosaurs lived millions of years ago.
Some dinosaurs ate plants and some ate meat.

Dinosaurs lived only in Africa.
No one knows why dinosaurs became extinct.

**2.** People began to find out about dinosaurs about 200 years ago.
Scientists found the fossils of huge bones and teeth.

People started finding dinosaur bones at the bottom of the ocean.
Fossils gave scientists an idea of what the dinosaurs looked like.

**3.** A team of experts works together to dig up fossils.
A paleontologist draws pictures of the fossils.

A geologist can tell the age of rocks and fossils.
A photographer takes pictures of the fossils.

**4.** On a dig, each bone is brushed with shellac as soon as it is found.
All the bones are numbered so they can be put together later.

The bones are packed in straw and taken to the museum.
The scientists use the straw to build a skeleton.

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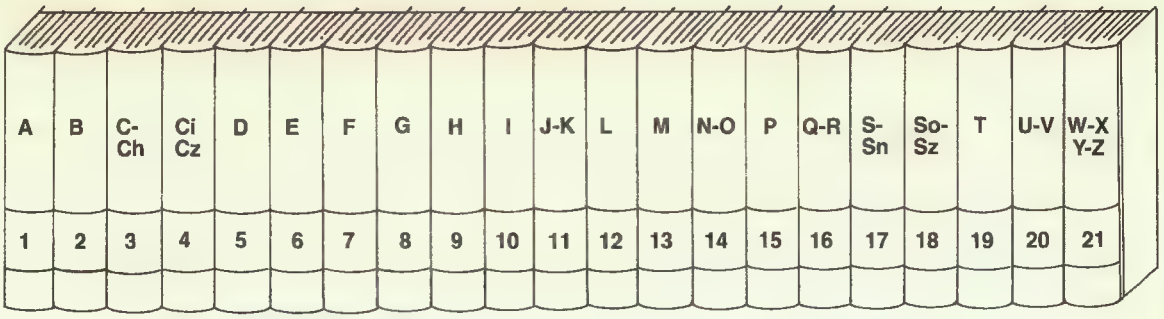
Name _____ Date _____




**A.** In which volume would you look to find information about each of the following subjects? Write the answer on the line.

1. gold _____
2. railroads _____
3. The United States _____
4. Edgar Allan Poe _____
5. Colorado _____
6. New York City _____

**B.** If you were looking for information about **football**, would you look before or after the pages with these guide words? Write the answer on the line.

1. Florence—Folk dancing _____
2. Forbes, Alexander—fork _____
3. Finland—fish _____
4. flea—flood _____
5. Fort Knox—fossil _____

**"Digging Up Dinosaurs,"** ***Observing*** **(Hardcover: pages 306-313)** ***Snails to Whales*** **(Softcover: pages 130-137)**

**Objective:** Use reference sources: encyclopedia (*Study Skills*)

**Extension:** Have children look back at the guide words in Part B. Have them name one other subject about which they could find information on pages with those guide words.

Name _____ Date _____

Read each paragraph. Then read the conclusion that follows. If the conclusion is true, write **True**. If the conclusion is false, write **False**.

_____ 1. There were four places set for dinner at the table. When dinner was over, Nancy put the dirty dishes in the sink. But she left one set of clean dishes and silverware on the table.

Conclusion: Someone hadn't come home for dinner yet.

_____ 2. The train station was a busy place. Many trains were pulling in and out. Mr. Green was waiting for the train to New City. When the next train came in, Mr. Green stepped back and let other people get on.

Conclusion: That train was going to New City.

_____ 3. Sally woke up early because today was a very special day. When she went downstairs, her mother gave her a present and a card that said "How does it feel to be ten today?"

Conclusion: It is Sally's tenth birthday.

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Name Date

| argue | camera | mental | pedaled | tour |
|---|---|---|---|---|

Read the story. Choose a word from the box to finish each incomplete sentence. Write the word in the sentence. Then reread the story to make sure your answers make sense.

The best summer I ever had was when Mom and I stayed on Gull Island for the whole summer. Our little cottage was right by the sea.

My bicycle turned out to be a great way to get around.

I _____ all over the island that summer. Sometimes I planned my _____ the day before. Sometimes I just went wherever my wheels took me. Mom would make me a picnic lunch. I would put it and my _____ in the basket on my bike. Whenever I found an interesting spot, I would take a picture and make a _____ note of where it was. When I got home, I would write everything down in my diary. I certainly wouldn't _____ with my mother, if she decided to go there again this summer.

Name _____ Date _____

**A.** Think about "Cam Jansen and the Mystery of the Dinosaur Bones." Match each item in the first column with a statement from the second column. Write the letter of the answer on the line.

| | | |
|---|---|---|
| _____ | **1.** goal | a. Cam and Eric blew dog whistles to escape |
| _____ | **2.** helpers | b. to get missing dinosaur bones back |
| _____ | **3.** enemies | c. Cam and Eric |
| _____ | **4.** problem | d. Museum Director took the bones back to the museum |
| _____ | **5.** solution | e. Milkman and Museum Guide |
| _____ | **6.** result | f. Cam and Eric were caught by Milkman and Museum Guide |

**B.** Think about "Cam Jansen and the Mystery of the Dinosaur Bones." Answer each question. Use a complete sentence.

**1.** What is Cam Jansen's "mental camera"?

_____

_____

**2.** How had Janet and the Milkman known that Cam and Eric were at the house?

_____

_____

**3.** How had Cam known that some bones were missing?

_____

_____

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Name Date

Read the story. Then answer each question. Fill in the circle by the answer.

Larry had been looking forward to this day all week. His friend Bob was coming to sleep over. Every time Larry heard a car, he ran to the window to see if it was Bob. After a while, the phone rang. Larry's mother spoke to Bob's mother. Bob was sick. He wouldn't be able to come. "Oh no," Larry said. "Poor Bob. I hope he'll be okay." Then, sadly, Larry went to put away his sleeping bag.

1. At first, did Larry feel excited?

   ⓐ Yes ⓑ No

   How do you know?

   ⓐ He kept looking out the window.

   ⓑ He wanted to go to sleep.

2. Did Larry run to the window many times?

   ⓐ Yes ⓑ No

   Why did Larry keep running back and forth?

   ⓐ He wanted to see if Bob was there.

   ⓑ He wanted to answer the phone.

3. After the phone call, did Larry feel disappointed?

   ⓐ Yes ⓑ No

   How do you know?

   ⓐ He said, "Oh no."

   ⓑ He hung up the phone.

4. Did Larry and Bob plan to sleep in a bed?

   ⓐ Yes ⓑ No

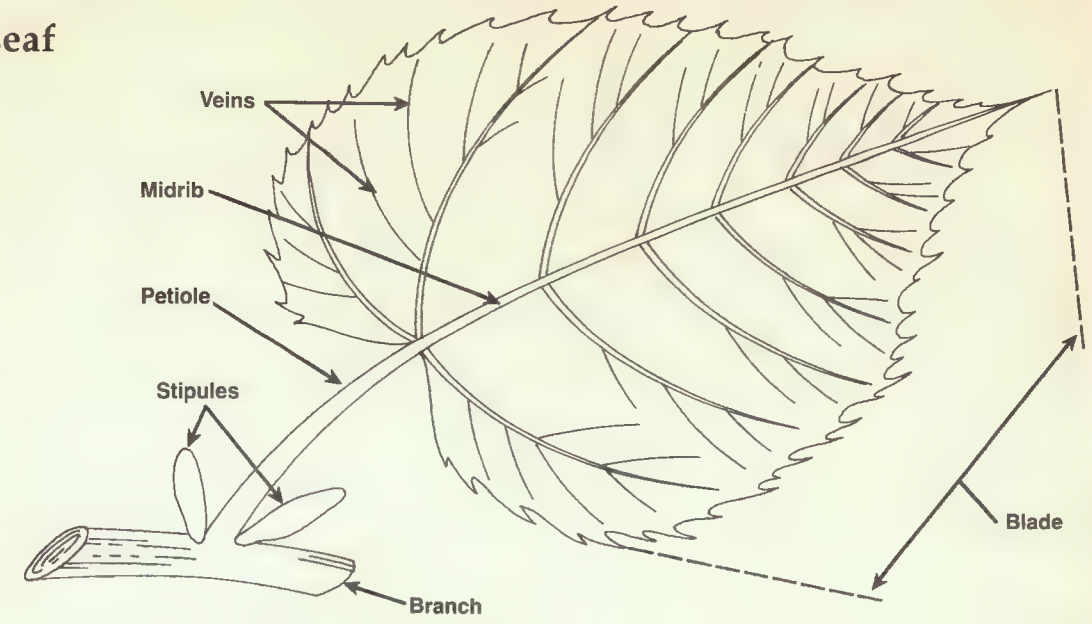
   Why did Larry put the sleeping bag away?

   ⓐ His mother told him to.

   ⓑ He wouldn't need it because Bob wasn't coming to sleep over.

Name Date

## Leaf




Use this diagram to answer each question. Use a complete sentence.

1. What is the flat, green part of a leaf called?

_____

2. What is the part of the leaf by which it is attached to a branch called?

_____

3. What is the long vein that runs the whole length of the leaf called?

_____

4. Where are the stipules found?

_____

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"Cam Jansen and the Mystery of the Dinosaur Bones," *Observing* (Hardcover: pages 318-331)
*Snails to Whales* (Softcover: pages 142-155)



**Objective:** Use graphic aids: diagrams (*Study Skills*)

**Extension:** Have children draw a simple diagram of a familiar toy and label its parts.

Name _____ Date _____

Read each paragraph. Write a sentence to tell the **main idea**.

1. Many children bring a lunchbox to school. They have food and drink in their lunchboxes to eat at lunchtime. Children who live close to the school can go home to eat lunch. These children have to make sure they are back before school starts again.

_____

_____

2. Forest fires destroy more than trees. They also kill many animals. Some animals are destroyed by the flames or the smoke. Other animals die of starvation because they cannot find any food.

_____

_____

3. There are many different types of birds that can fly. Red-winged blackbirds, robins, ducks, and geese are just a few. But there are some birds that you will never see fly. Ostriches, penguins, chickens, and emus never get far from the ground.

_____

_____

4. Two types of trees are common in the U.S. They are the needle-leaf trees and the broad-leaf trees. Needle-leaf trees are often called evergreens, because they stay green all year. Most broad-leaf trees lose their leaves in winter.

_____

_____

**"The Voyage of the Mimi,"** ***Observing*** **(Hardcover: pages 334-344)** ***Snails to Whales*** **(Softcover: pages 158-168)**

**Objective:** Infer main idea: from two sentences (*Comprehension and Vocabulary Skills*)

**Extension:** Have children make two lists: *Birds That Can Fly* and *Birds That Cannot Fly*. Then have them list all the birds from Exercise 3 in the appropriate column in alphabetical order.

Name _____ Date _____

| awesome | behave | develop | identify | impatiently | scrambled |
|---|---|---|---|---|---|

Read the story. Choose a word from the box to finish each incomplete sentence. Write the word in the sentence. Then reread the story to make sure your answers make sense.

For as long as I can remember, I have wanted to be an astronaut. When my Dad said he would take us to the space museum in Washington, D.C., you can just imagine how excited I was. I decided to read every book in the school library about space and rockets. I wanted to be able to _____ all the things I would see on our trip.

The museum was bigger than I had imagined it would be. There were many real airplanes and some _____ rockets. There was a crowd of people around the biggest rocket. I waited _____ for some of them to move away, so I could see. When they did move, I saw that people were taking turns sitting in the astronaut's seat! When it was my turn, I quickly _____ into the tiny room and sat down. There were hundreds of buttons and switches and handles. It must take a very long time to _____ the skill to fly a rocket!

Other exhibits explained what astronauts do in space. One exhibit showed how ordinary things _____ when they are weightless. Now I would like to be an astronaut even more than ever. I can't imagine a more exciting job. It's like being a modern pioneer!

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Name Date

Think about "The Voyage of the *Mimi*." Answer each question. Use a complete sentence.

1. What kind of animal was the crew of the *Mimi* studying?

2. Name two goals of the voyage of the *Mimi*.

3. How do scientists tell one humpback whale from another?

4. What was in the book that the crew studied?

5. Besides the book, what other device helped in the identification of the whales?

6. Why is it important to tell one humpback whale from another?

Name Date

Read each story. Then answer the questions. Underline the answers.

**A.** While Billy was on vacation, he took a trip on a boat. The boat took him to the whales' feeding ground. There were many passengers on the boat. Everyone was excited at the thought of seeing a whale. Suddenly, a whale surfaced. Everyone went quiet. It was an awesome sight. Billy's eyes opened up like saucers and his mouth dropped open. He stared at the whale, unable to utter a sound.

1. How did Billy feel when the whale surfaced?
   a. He was lonely.
   b. He was amazed.
   c. He was impatient.

2. How do you know?
   a. His eyes opened wide, and his mouth dropped open.
   b. Everyone was excited.
   c. Everyone was quiet.

**B.** David knew that Nancy liked to read mystery stories. He had just finished reading one. He had liked it a lot, so he brought the book to school to give to Nancy. Nancy took the book. She said, "Wasn't the ending great!" Then she gave the book right back to David.

1. Why did Nancy give the book back to David?
   a. She didn't like it.
   b. She had read the book before.
   c. The book was too long.

2. How do you know?
   a. She knew David had liked it.
   b. She took the book.
   c. She knew how the book ended.

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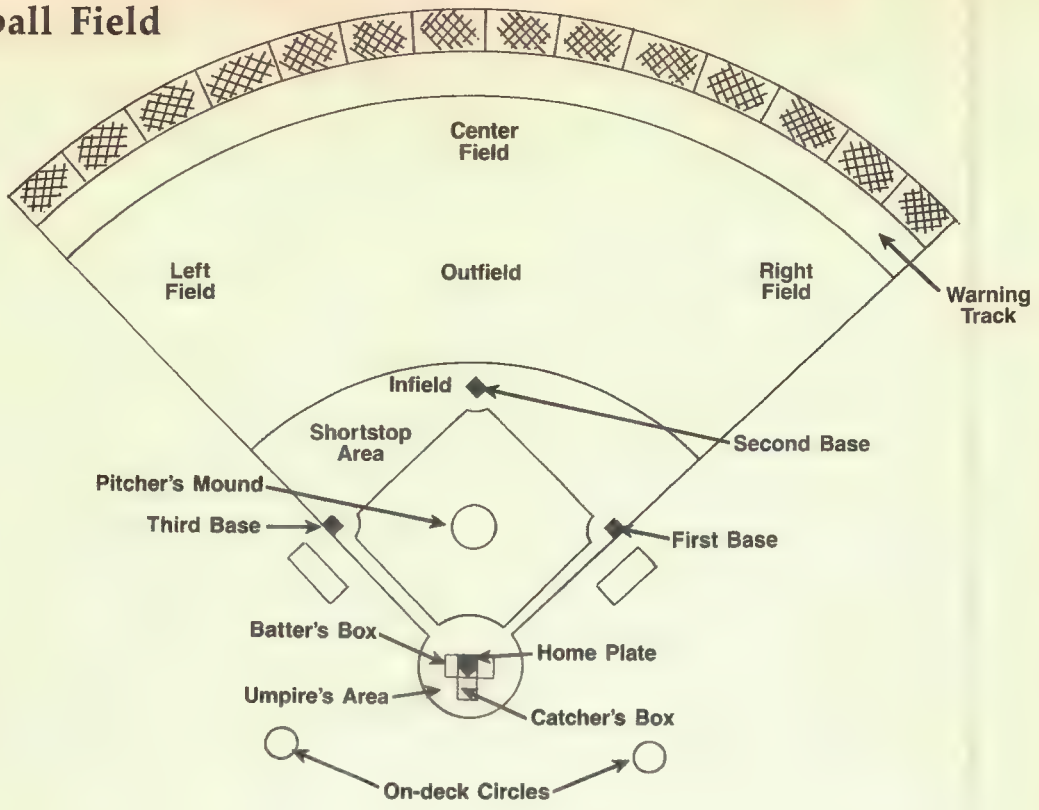
Name Date

## Baseball Field




**A.** Put a check by each item that is part of a baseball field.

_____ **1.** goal posts

_____ **2.** pitcher's mound

_____ **3.** left field

_____ **4.** backfield

_____ **5.** fifth base

_____ **6.** second base

**B.** Put a check by each item that is within the infield.

_____ **1.** right field

_____ **2.** second base

_____ **3.** home plate

_____ **4.** warning track

_____ **5.** shortstop area

_____ **6.** pitcher's mound

Name Date

Look at the words in the box. Underline the word your teacher says.

| | | | |
|---|---|---|---|
| 1. enter<br>endure<br>entire | 2. empty<br>envy<br>energy | 3. explode<br>exposed<br>expanse | 4. increase<br>included<br>instant |
| 5. round<br>rose<br>roused | 6. autumn<br>ought<br>authors | 7. blooming<br>bluffing<br>blushing | 8. children<br>chewing<br>churning |
| 9. grove<br>ground<br>gave | 10. horse<br>hordes<br>heard | 11. lunged<br>lunch<br>laughed | 12. expect<br>extinct<br>except |
| 13. stable<br>laps<br>labels | 14. legends<br>legs<br>laughs | 15. contest<br>content<br>counter | 16. ancient<br>account<br>engine |
| 17. comet<br>counted<br>continent | 18. dreary<br>daring<br>diary | 19. dinner<br>dinosaurs<br>diary | 20. rhythm<br>ribbon<br>Ruthie |
| 21. teacher<br>tissue<br>touch | 22. despair<br>desert<br>depends | 23. cream<br>came<br>camera | 24. medal<br>mental<br>mountain |
| 25. pedaled<br>padded<br>pebble | 26. turn<br>true<br>tour | 27. almost<br>awesome<br>answer | 28. behind<br>behave<br>believe |
| 29. develop<br>dived<br>delicate | 30. entire<br>idea<br>identify | 31. scrambled<br>screamed<br>stumbled | 32. surprise<br>survive<br>silver |

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**Cumulative Vocabulary Review**

**Objective:** Use vocabulary words (*Comprehension and Vocabulary Skills*)

**Extension:** Have children choose four of the underlined words. Have them use each word in a sentence. Specify that they may use two or more words in one sentence.

# CHECKLIST

## Level 9, Unit 1

## REACH OUT

Ernie and Mile-Long Muffler

| 1 | 2 | 3 | 4 |
|---|---|---|---|

In Which Pooh Goes Visiting

| 5 | 6 | 7 | 8 |
|---|---|---|---|

Skills Activity

| 9 |
|---|

Katy Did It

| 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|

Lorenzo and Angelina

| 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|

A Box Full of Infinity

| 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|

Behind the Scenes of a Broadway Musical

| 25 | 26 | 27 | 28 |
|---|---|---|---|

Cumulative Vocabulary Review

| 29 |
|---|

Skills Activity

| 30 |
|---|

Music, Music for Everyone

| 31 | 32 | 33 | 34 | 35 |
|---|---|---|---|---|

Song of the Empty Bottles

| 36 | 37 | 38 | 39 |
|---|---|---|---|

A Bowl of Sun

| 40 | 41 | 42 | 43 | 44 | 45 |
|---|---|---|---|---|---|

Ma Lien and the Magic Brush

| 46 | 47 | 48 | 49 | 50 |
|---|---|---|---|---|

Skills Activity

| 51 |
|---|

Miss Rumphius

| 52 | 53 | 54 | 55 | 56 |
|---|---|---|---|---|

Cumulative Vocabulary Review

| 57 |
|---|

Secrets of a Wildlife Watcher
58 59 60 61

The Wentletrap Trap
62 63 64 65

A Salmon for Simon
66 67 68 69

My Island Grandma
70 71 72 73 74

Bear Mouse
75 76 77 78

Cumulative Vocabulary Review
79

The Story of Jumping Mouse
80 81 82 83

Birds and Bears in Winter
84 85 86 87

Skills Activity
88

The Grizzly Bear with the Golden Ears
89 90 91 92

What's for Lunch?
93 94 95 96 97

Digging Up Dinosaurs
98 99 100 101

Cam Jansen and the Mystery of the Dinosaur Bones
102 103 104 105 106

The Voyage of the *Mimi*
107 108 109 110 111

Cumulative Vocabulary Review
112

Level 9

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